

4. Understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
5. Analyze human modifications of landscapes, and examine the resulting environmental policy issues.
6. Conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

Senate Bill 2X

High School Exit Exam Highlights

- Senate Bill 2X requires all students completing grade twelve to pass a high school exit exam in language arts and math commencing in 2003–04.
- The bill requires the State Superintendent of Public Instruction to develop and the State Board of Education to approve the exam by October 1, 2000.
- Beginning in 2000–01, grade nine students will be eligible to take the exam.
- Beginning in 2001–02, grade ten students will be required to take the exam.
- The law does not make the exam a requirement for graduation until 2003–04.
- If a pupil does not possess sufficient English language skills to be assessed by the exit exam, the district may defer the requirement that the student pass the exam “for a period of up to 24 calendar months of enrollment in the California public school system until the pupil has completed six months of instruction in reading, writing, and comprehension in the English language.”

College Entrance Requirements

Parents generally know that many colleges require good high school grades for admission. Although grades are important, students do not have to have top grades to get into college. There are colleges for every student. You should also know that students need to take a specific series of college preparatory classes in high school, and the minimum requirements vary depending on the selected college or university. The a–g requirements noted below are submitted by the Regents of the University of California and are generally the most rigorous:

- a. An English class every semester of every year for four years.
- b. A mathematics class every semester of every year for three years, including algebra and geometry. Four years are recommended.
- c. Two years of a laboratory science beyond the ninth grade. An additional year is recommended.
- d. Two years of history–social science, which are to include U.S. government, world history, culture, and geography.
- e. Two years of the same language other than English.
- f. Two years of college preparatory electives in addition to those required in “a–e” above.
- g. One year of visual and performing arts, effective for the entering class of 2003.

Every high school has a list of acceptable classes and can tell you how many should be taken. At least one class in the area of visual or performing arts is a good choice for many students.

To gain admission to college, your children must also take either the Scholastic Assessment Test (SAT) or the American College Test (ACT) and submit the scores. Find out when the tests are given and be sure your children sign up to take one of them.

HISTORY–SOCIAL SCIENCE

The California Content Standards for Grade Ten

CALIFORNIA
DEPARTMENT
OF EDUCATION

2001

World History, Culture, and Geography: The Modern World

STUDENTS IN GRADE TEN STUDY MAJOR turning points that shaped the modern world, from the late eighteenth century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable, and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

Students:

- Relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.
- Compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.
- Analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
- Analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.

- Analyze the causes and course of the First World War.
- Analyze the effects of the First World War.
- Analyze the rise of totalitarian governments after World War I.
- Analyze the causes and consequences of World War II.
- Analyze the international developments in the post–World War II world.
- Analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.
- Analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, computers).

Historical and Social Sciences Analysis Skills

In addition to the standards for grades nine through twelve, students demonstrate the following intellectual, reasoning, reflection, and research skills:

Chronological and Spatial Thinking

Students:

1. Compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Use a variety of maps and documents to interpret human movement, including major

patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.

4. Relate current events to the physical and human characteristics of places and regions.

Historical Research, Evidence, and Point of View

Students:

1. Distinguish valid arguments from fallacious arguments in historical interpretations.
2. Identify bias and prejudice in historical interpretations.
3. Evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

Historical Interpretation

Students:

1. Show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
2. Recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.